

STANDARD: The adult learner uses written language to communicate in a variety of situations.

Indicator A: Applies correct spelling, punctuation, capitalization, grammar and usage rules to complete a variety of writing tasks.

PRE-LITERACY Sub-Indicators

1. Writes (print and cursive) upper-and lower-case letters of the alphabet
2. Write and spells familiar words
3. Capitalizes the first word in a sentence and people's name

Pre-Literacy Writing Performance Standards

<i>Beginning</i> (<i>occasionally, seldom</i>)	<i>Approaching</i> (<i>sometimes</i>)	<i>Met</i> (<i>often, most of the time,)</i>	<i>Exceeds</i> (<i>consistently</i>)
<ul style="list-style-type: none"> writes 0 - 7 letters of the alphabet (prints legibly) spells 0 - 5 of the first 20 words (using the "Three Hundred Most Frequently Used Words in Rank Order" List) 	<ul style="list-style-type: none"> writes 8 - 14 letters of the alphabet (prints legibly) spells 6 - 10 of the first 20 words (using the "Three Hundred Most Frequently Used Words in Rank Order" List) capitalizes the pronoun "I" 	<ul style="list-style-type: none"> writes 15-21 letters of the alphabet (prints legibly and uses cursive writing) spells 11 - 15 of the first 20 words (using the "Three Hundred Most Frequently Used Words in Rank Order" List) capitalizes the pronoun "I", first words in sentences, and people's names 	<ul style="list-style-type: none"> writes 22-25 letters of alphabet (print and cursive) spells 16-20 of the first 20 words (using the "Three Hundred Most Frequently Used Words in Rank Order" List) capitalizes the pronoun "I", people's names, and the first words in sentences almost all of the time

Indicator B: Applies the writing process to complete a variety of writing tasks.

PRE-LITERACY Sub-Indicators (Writing Process)

1. Completes name, address, phone number, date, and social security number on simple forms
2. Writes lists organized with a clear purpose

Pre-Literacy Writing Performance Standards (Writing Process)

<i>Beginning</i> (<i>occasionally, seldom</i>)	<i>Approaching</i> (<i>sometimes</i>)	<i>Met</i> (<i>often, most of the time,)</i>	<i>Exceeds</i> (<i>consistently</i>)
<p>When filling out simple forms:</p> <ul style="list-style-type: none"> follows only a few instructions provides only limited information <p>When creating lists:</p> <ul style="list-style-type: none"> accurately copies lists of words and phrases pertaining to 2 out of 5 pictures 	<p>When filling out simple forms:</p> <ul style="list-style-type: none"> follows instructions provides basic information which is 50% complete and accurate <p>When creating lists:</p> <ul style="list-style-type: none"> accurately copies lists of words and phrases pertaining to 4 out of 7 pictures creates short lists that have a general purpose 	<p>When filling out simple forms:</p> <ul style="list-style-type: none"> follows most instructions provides complete and accurate information <p>When creating lists:</p> <ul style="list-style-type: none"> accurately copies lists of words and phrases pertaining to 6 out of 9 pictures creates organized lists that have a clear purpose 	<p>When filling out simple forms:</p> <ul style="list-style-type: none"> follows instructions provides thorough and highly accurate information <p>When creating lists:</p> <ul style="list-style-type: none"> accurately copies lists of words and phrases pertaining to 9 out of 10 pictures creates organized lists that have a clear purpose

STANDARD: The adult learner uses written language to communicate in a variety of situations.

Indicator A: Applies correct spelling, punctuation, capitalization, grammar and usage rules to complete a variety of writing tasks.

ABE I Sub-Indicators

1. Spells words commonly used at this level
2. Punctuates sentence endings
3. Identifies and exhibits correct use pronouns
4. Exhibits correct usage of apostrophes in contractions
5. Identifies subject and predicate in very simple sentences
6. Exhibits correct usage of periods and questions marks as ending punctuation
7. Identifies adjectives in simple sentences
8. Capitalizes proper nouns and beginning of sentences

ABE I Writing Performance Standards

<i>Beginning (occasionally, seldom)</i>	<i>Approaching (sometimes)</i>	<i>Met (often, most of the time,)</i>	<i>Exceeds (consistently)</i>
<ul style="list-style-type: none"> • spells 21 - 50 of the words on the "300 Most Frequently Used Word" List • identifies and uses pronouns <i>he, she</i> and <i>it</i> uses questions marks • makes and uses plurals of simple nouns ending in "s" 	<ul style="list-style-type: none"> • spells 51 - 80 of the words on the "300 Most Frequently Used Word" List • uses question marks at the end of a question and periods at the end of a sentence • identifies and uses pronouns <i>they</i> and <i>we</i> • identifies and uses linking verbs (<i>is, are, am, were and was</i>) • capitalizes names of places • applies standard usage to singular and plural nouns 	<ul style="list-style-type: none"> • spells 81 - 110 of the words on the "300 Most Frequently Used Word" List • identifies subject and predicate in sentences • identifies and uses adjectives in simple sentences such as those relating to color and size • capitalizes brand names and titles (e.g., <i>Mr., Mrs., Dr., etc.</i>) • capitalizes some proper nouns • uses apostrophes in simple contractions (e.g., <i>can't, aren't, isn't, don't, I'm</i>) • applies standard usage to singular and plural nouns 	<ul style="list-style-type: none"> • spells 110 - 150 of the words on the "300 Most Frequently Used Word" List • identifies and uses simple subjects and action words as predicates in sentences • uses apostrophes in simple contractions (e.g., <i>can't, aren't, isn't, don't, I'm</i>) • capitalizes most proper nouns

Indicator B: Applies the writing process to complete a variety of writing tasks.

ABE I Sub-Indicators (Writing Process)

1. Writes a well organized and easy-to-follow series of at least five directions on how to accomplish a task
2. Completes the essential information on a simple job application

ABE I Writing Performance Standards (Writing Process)

<i>Beginning (occasionally, seldom)</i>	<i>Approaching (sometimes)</i>	<i>Met (often, most of the time)</i>	<i>Exceeds (consistently)</i>
<p>Writes directions that are:</p> <ul style="list-style-type: none"> ▪ often not clear or sequential ▪ hard to follow <p>Completes a job application that</p> <ul style="list-style-type: none"> ▪ provides accurate personal information (name, address, SSN, phone number, date of birth and current date) ▪ fails to include other essential information ▪ reflects a failure to follow directions. 	<p>Writes directions that are</p> <ul style="list-style-type: none"> ▪ sequential but still somewhat unclear ▪ lacking in details <p>Completes a job application that</p> <ul style="list-style-type: none"> ▪ provides 60% of the information accurately. ▪ often lacks detailed information on work experience 	<p>Writes directions that are</p> <ul style="list-style-type: none"> ▪ sequential and easy to follow ▪ accompanied with sufficient details <p>Completes a job application that</p> <ul style="list-style-type: none"> ▪ provides 75% of the information accurately. ▪ provides past and/or present work experience relevant to job requirements ▪ includes adequate details in order to get the point across 	<p>Writes directions that are</p> <ul style="list-style-type: none"> ▪ sequential and easy to follow ▪ accompanied with clear and detailed instructions to complete the task <p>Completes a job application that</p> <ul style="list-style-type: none"> ▪ provides 90% of the information accurately. ▪ provides past and present work experience relevant to job requirements that is well organized, detailed and relevant

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Indicator A: Applies correct spelling, punctuation, capitalization, grammar and usage rules to complete a variety of writing tasks.

ABE II Sub-Indicators

1. Spells words commonly used at this level
2. Uses resources to find out how to spell unfamiliar words
3. Uses period to punctuate abbreviation
4. Uses commas to punctuate words in a series, dates, compound sentences
5. Uses apostrophes to show possessives and contractions
6. Uses capitalization in titles, the first word in a direct quote, names of organizations, titles and specific school subjects
7. Applies standard grammar and usage to subject/verb agreement, simple past, present, and future continuous verb tense
8. Spells plural nouns
9. Uses common comparative and superlative adjectives
10. Uses common comparative and superlative adverbs
11. Uses demonstrative and possessive pronouns
12. Avoids sentence fragments and run-on sentences

ABE II Writing Performance Standards

<i>Beginning</i> (<i>occasionally, seldom</i>)	<i>Approaching</i> (<i>sometimes</i>)	<i>Met</i> (<i>often, most of the time,)</i>	<i>Exceeds</i> (<i>consistently</i>)
<ul style="list-style-type: none"> spells 151 - 175 of the words on the "300 Most Frequently Used Word List" uses periods to punctuate common abbreviations uses exclamation points in an exclamatory statement capitalizes dates, months, and days of the week uses apostrophes in simple contractions (<i>e.g., it's, shouldn't, won't, couldn't, haven't</i>) identifies and uses present continuous verb tense (<i>e.g., am watching, are doing</i>) uses dictionaries to find out how to spell some unfamiliar words constructs simple sentences 	<ul style="list-style-type: none"> spells 176 - 205 of the words on the "300 Most Frequently Used Word List" uses commas in dates and series uses apostrophes in singular and plural possessives capitalizes dates, months, and days of the week constructs plurals of simple nouns ending in "s" and "es" identifies and uses past tense of regular verbs identifies and uses present continuous verb tense (<i>i.e., am watching, are doing</i>) uses dictionaries to find out how to spell many unfamiliar words identifies and uses possessive pronouns (<i>my, hers, his, its, ours, yours, theirs, mine</i>) writes complete sentences and avoids fragments (lack of a subject or predicate) 	<ul style="list-style-type: none"> spells 206 - 225 of the words on the "300 Most Frequently Used Word List" uses commas in dates, series, and compound sentences uses apostrophes in singular and plural possessives identifies and uses simple, common comparative and superlative adjectives identifies and uses adverbs indicating how (<i>e.g., quickly</i>), how much (<i>e.g., very</i>), when (<i>e.g., suddenly</i>), and where (<i>e.g., anywhere</i>) identifies and uses demonstrative pronouns (<i>e.g., this, that, these, and those</i>) identifies and applies simple subject/verb agreement using active verbs identifies and uses present, past and future continuous verb tense (<i>e.g., am watching, are doing, were doing, was sleeping, will be doing, will be studying</i>) identifies and uses comparative and superlative adverbs (<i>e.g., better and best or worse and worst</i>) writes complete sentences and avoids fragments and run-on sentences 	<ul style="list-style-type: none"> spells 226 - 300 of the words on the "300 Most Frequently Used Word List" identifies and uses past tense of regular verbs and present and future active verbs identifies and uses irregular nouns (<i>e.g., child - children</i>) uses apostrophes in singular and irregular plural possessives identifies and uses singular and plural reflexive pronouns (<i>myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves</i>) constructs compound and complex sentences and avoids double negatives

STANDARD: The adult learner uses written language to communicate in a variety of situations.

Indicator B: Applies the writing process to complete a variety of writing tasks.

ABE II Sub-Indicators (Writing Process)

1. Applies pre-writing tools to generate topics and/or planned writing tasks (e.g., brainstorming, clustering, outlining, listing, webbing)
2. Revises the first draft identifying and correcting spelling, punctuation, capitalization, sentence fragments, run-on sentences, and grammar and usage mistakes
3. Writes a paragraph of approximately 75 words on a topic of own choosing, including a topic sentence followed by details to support the main idea
4. Writes a dialogue of at least ten sentences that uses descriptive words and phrases to develop ideas and advance characters
5. Writes a report of at least 50 words that summarizes a research project and includes a chart, table or graph
6. Completes a job application

ABE II PERFORMANCE STANDARDS (Writing Process)

<i>Beginning (occasionally, seldom)</i>	<i>Approaching (sometimes)</i>	<i>Met (often, most of the time)</i>	<i>Exceeds (consistently)</i>
<p>Using a writing checklist, the learner:</p> <ul style="list-style-type: none"> • elects a topic and purpose for writing • outlines appropriately • prepares a preliminary draft <p>When filling out a job application, is able to:</p> <ul style="list-style-type: none"> • provide accurate personal information • follow some instructions • describe work experience, but it is neither complete nor logically sequenced 	<p>When using a writing checklist, the learner:</p> <ul style="list-style-type: none"> • elects a topic and purpose for writing • outlines appropriately • prepares a preliminary draft • sequences information appropriately • groups like ideas • revises the preliminary draft to improve content and sequence <p>When filling out a job application is able to:</p> <ul style="list-style-type: none"> • complete 65 percent of it correctly • describe past and/or present work experience although it lacks proper details • use Standard English although errors interfere with getting the point across 	<p>When using a writing checklist, the learner:</p> <ul style="list-style-type: none"> • elects a topic and purpose for writing • outlines appropriately • prepares a preliminary draft • sequences information appropriately • groups like ideas • revises the preliminary draft to improve content and sequence and correct punctuation, usage, spelling and sentence structure as indicated above <p>When filling out a job application, is able to:</p> <ul style="list-style-type: none"> • complete 85 percent of the application • make a maximum of two errors in Standard English • sequence past and/or present work experience • provide clear, appropriate, supporting details • fulfill requests for relevant and additional information in a manner that is complete, clear and organized 	<p>When using a writing checklist, the learner:</p> <ul style="list-style-type: none"> • elects a topic and purpose for writing • outlines appropriately • prepares a preliminary draft • sequences information clearly and appropriately • groups like ideas • revises the preliminary draft focusing on content and sequence • submits a clear and coherent final draft <p>When filling out a job application, is able to:</p> <ul style="list-style-type: none"> • complete 95 percent of the application accurately • make a maximum of two errors in Standard English • provide clear, concise supporting details

Continued on pg. 5

STANDARD: The adult learner uses written language to communicate in a variety of situations.

ABE II PERFORMANCE STANDARDS (Writing Process) (continued)

<p>Writes paragraphs characterized by:</p> <ul style="list-style-type: none"> • unclear or undeveloped ideas and insufficient details • marked lack of organization • little audience awareness • word choice that is repetitious or imprecise • a significant number of awkward, choppy, or rambling constructions <p>frequent, significant errors that impede readability</p>	<p>Writes paragraphs characterized by:</p> <ul style="list-style-type: none"> • some evidence of planning, although the development may be insufficient • an easily identifiable purpose and main ideas although they tend to be overly broad and simplistic • supporting detail that tends to be limited to a listing or a repetition of ideas • an organization and structure that is inconsistent or skeletal although some relationship among ideas is present and transitions sometimes work • an occasional sense of the writer behind the words; however, the voice tends to shift and lapse into the mechanical • language and word choice that is accurate but quite ordinary and lacking in precision and variety • good control over simple sentence structures, but little control over more complex structures • some passages that invite fluid oral reading and others, though functional, lack energy • repeated weaknesses in the conventions of Standard Written English and errors in grammar and usage that do not block meaning but do distract the reader 	<p>Writes paragraphs characterized by:</p> <ul style="list-style-type: none"> • clear and focused ideas and supporting details that are adequate and relevant although they may be overly general or limited in places • an organizational plan that is coherent and clear and helps the reader, despite some weaknesses or predictability • a sense of audience and a voice that is sometimes expressive, engaging or sincere • phrases and sentences that demonstrate relationships between the ideas expressed • words that are functional and appropriate to audience and purpose although there are only rare attempts to experiment with language • a natural sound and sentences that vary in structure, length and beginnings • only occasional lapses in correct grammar and usage that are not severe enough to interfere significantly with the writer's main purpose or confuse the reader • the need for only moderate editing 	<p>Writes paragraphs characterized by:</p> <ul style="list-style-type: none"> • clear focused and interesting writing that holds the reader's attention • relevant and carefully selected details that provide strong, accurate, credible support for major points • an organization that is clear and appropriate and enhances the central ideas and moves the reader through the text • smooth, effective transitions among all elements (sentences, paragraphs and ideas) • a strong sense of audience and a voice that shows originality, liveliness, honesty, conviction, excitement, or humor as appropriate • vocabulary that is striking and varied, but natural and accurate and purposeful • writing that has an easy flow and rhythm and variation in sentence structure, length, and beginnings that add interest to the text • strong control of standard writing conventions with little need of editing
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STANDARD: The adult learner uses written language to communicate in a variety of situations.

Indicator A: Applies correct spelling, punctuation, capitalization, grammar and usage rules to complete a variety of writing tasks.

ABE III Sub-Indicators

1. Spells words commonly used at this level
2. Punctuates using commas and quotation marks
3. Applies rule of capitalization in quotes and letters
4. Applies standard usage to common homonyms
5. Identifies and uses basic parts of speech: verbs, nouns, pronouns, adjectives, adverbs, conjunctions, prepositions, and interjections
6. Identifies and uses modifiers

ABE III Writing PERFORMANCE STANDARDS

<i>Beginning</i> (<i>occasionally, seldom</i>)	<i>Approaching</i> (<i>sometimes</i>)	<i>Met</i> (<i>often, most of the time,)</i>	<i>Exceeds</i> (<i>consistently</i>)
<ul style="list-style-type: none"> • spells 1 - 30 words of the "Master List of Most Frequently Misspelled Words" • uses commas in addresses, name of places, and with people's titles • identifies and uses common homonyms • identifies and uses verbs and nouns as parts of speech identifies and uses objective pronouns (e.g., <i>me, you, him, her, it, and them</i>) • identifies and uses prepositions (e.g., <i>at, before, by, for, from, in, into, of, on, to, with, above, between, near, through, and under</i>) • identifies and uses conjunctions (e.g., <i>and, but, yet, or, nor, for, and so</i>) 	<ul style="list-style-type: none"> • spells 31- 61 words of the "Master List of Most Frequently Misspelled Words" • identifies and uses common homonyms • identifies and uses verbs, nouns, pronouns and adjectives • uses commas in a series of adjectives • uses quotation marks in direct quotes • capitalizes the first word in a direct quote, names of organizations, titles and specific school subjects • identifies and uses prepositional phrases • uses conjunctions in pairs (e.g., <i>both/and, not only/but also, either/or, and neither/nor</i>) 	<ul style="list-style-type: none"> • spells 62 - 92 words of the" Master List of Most Frequently Misspelled Words" • identifies and uses verbs, nouns, pronouns, adjectives, adverbs, prepositions, and prepositional phrases • identifies and uses conjunctions and interjections • uses commas in direct address and joining two complete sentences with demonstrative pronouns (e.g., <i>this, that, these, and those</i>) • identifies and uses modifiers • identifies and uses irregular reflexive pronouns (e.g., <i>myself, yourself, himself, herself, and itself</i>) • identifies and uses prepositional phrases as interrupters • identifies and uses indefinite pronouns (e.g., <i>everyone, anybody, someone, each</i>) • identifies and uses collective nouns (e.g., <i>class, team, band</i>) 	<ul style="list-style-type: none"> • spells 93 - 120 words of the" Master List of Most Frequently Misspelled Words" • identifies and uses present, past and future continuous verb tense (e.g., <i>am watching, are doing, were doing, was sleeping, will be doing, will be studying</i>) • identifies and uses singular and plural reflexive pronouns (e.g., <i>myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves</i>) • uses commas in direct address, and joining two complete sentences with demonstrative pronouns (e.g., <i>this, that, these, and those</i>) • identifies and uses comparative and superlatives adverbs (e.g., <i>better and best or worse and worst</i>) • identifies and uses past participles and compound verbs • uses parallel structure • identifies and uses modifiers • identifies and uses irregular reflexive pronouns (e.g., <i>myself, yourself, himself, herself, and itself</i>) • identifies and uses prepositional phrases as interrupters • identifies and uses indefinite pronouns (e.g., <i>everyone, anybody, someone, each</i>) • identifies and uses collective nouns (e.g., <i>class, team, band</i>)

STANDARD: The adult learner uses written language to communicate in a variety of situations.

Indicator B: Applies the writing process to complete a variety of writing tasks.

ABE III SUB – INDICATORS (Writing Process)

1. Writes a three-paragraph descriptive narrative (approximately 100 words on a topic of choice), using simple and compound sentences that develop a story line in a clear sequence; uses figurative language or descriptive words and phrases
2. Writes a three-paragraph expository essay (approximately 100 words) on a given topic using simple and compound sentences that states a thesis and includes an introductory paragraph, developmental paragraph, and concluding paragraph with appropriate facts, details, examples and descriptions
3. Writes an appropriate friendly letter of at least 50 words that uses a heading, salutation, and closing, expresses ideas that are clear and directly related to the topic, and are appropriate to the specific audience

ABE III PERFORMANCE STANDARDS (Writing Process)

Writes friendly letters and descriptive, narrative, expository compositions (including essays of explanation and comparison and contrast) of at least three (3) paragraphs, using a selected topic and with a specific purpose

<i>Beginning (occasionally, seldom)</i>	<i>Approaching (sometimes)</i>	<i>Met (often, most of the time)</i>	<i>Exceeds (consistently)</i>
<p>Writes friendly letters and short compositions characterized by:</p> <ul style="list-style-type: none"> • unclear or undeveloped ideas and insufficient details • marked lack of organization (introductory, middle and concluding paragraphs) • little audience awareness • word choice that is repetitious or imprecise • some irrelevant information • a significant number of awkward, choppy, or rambling constructions • frequent, significant errors that impede readability 	<p>Writes friendly letters and short compositions characterized by:</p> <ul style="list-style-type: none"> • some evidence of planning, although the development may be insufficient • easily identifiable purpose and main ideas although they tend to be overly broad or simplistic • supporting detail that tends to be limited to a listing or a repetition of ideas • an organization and structure that is inconsistent or skeletal although some relationship among ideas is present and transitions are sometimes work • an occasional sense of the writer behind the words but the voice tends to shift or lapse into the mechanical • language and word choice that is accurate but quite ordinary and lacking in precision and variety • good control over simple sentence structures but little control over more complex structures • some passages that invite fluid oral reading and others, though functional, lack energy • repeated weaknesses in the conventions of Standard Written English and errors in grammar and usage that do not block meaning but do distract the reader 	<p>Writes friendly letters and short compositions characterized by:</p> <ul style="list-style-type: none"> • clear and focused ideas and supporting details that are adequate and relevant although they may be overly general or limited in places • evidence of an organizational plan that is coherent and clear and helps the reader, despite some weaknesses or predictability • a sense of audience and a voice that is sometimes expressive, engaging or sincere • phrases and sentences that demonstrate relationships between the ideas expressed • words that are functional and appropriate to audience and purpose although there are only rare attempts to experiment with language • a natural sound and sentences that vary in structure, length, and beginnings • only occasional lapses in correct grammar and usage that are not severe enough to interfere significantly with the writer's main purpose or confuse the reader • the need for only moderate editing 	<p>Writes friendly letters and short compositions characterized by:</p> <ul style="list-style-type: none"> • clear, focused and interesting writing that holds the reader's attention • relevant and carefully selected details that provide, strong, accurate, credible support for major points • an organization that is clear and appropriate and enhances the central ideas and moves the reader through the text • smooth, effective transitions among all elements (sentences, paragraphs, and ideas) • a strong sense of audience and a voice that shows originality, liveliness, honesty, conviction, excitement, or humor as appropriate • vocabulary that is striking and varied, but natural, accurate and purposeful • writing that has an easy flow and rhythm and variation in sentence structure, length, and beginnings that add interest to the text • strong control of standard writing conventions with little need of editing

STANDARD: The adult learner uses written language to communicate in a variety of situations.

Indicator A: Applies correct spelling, punctuation, capitalization, grammar and usage rules to complete a variety of writing tasks.

ASE I Sub-Indicators

1. Spells common words used at this level
2. Demonstrates use of a thesaurus
3. Punctuates using comas, colons and semicolons
4. Applies rules of capitalization
5. Applies standard grammar and usage to:
 - a. combine simple sentences into compound and complex sentences
 - b. construct conditional clauses
 - c. avoid problems with subject-verb agreement
 - d. avoid dangling modifiers

ASE I Writing PERFORMANCE STANDARDS

<i>Beginning</i> (<i>occasionally, seldom</i>)	<i>Approaching</i> (<i>sometimes</i>)	<i>Met</i> (<i>often, most of the time,)</i>	<i>Exceeds</i> (<i>consistently</i>)
<ul style="list-style-type: none">• spells 121 - 150 words of the "Master List of Most Frequently Misspelled Words" List• uses a thesaurus to look up synonyms and antonyms• edits for usage and grammar	<ul style="list-style-type: none">• spells 151 - 180 words of the "Master List of Most Frequently Misspelled Words"• uses a thesaurus to look up synonyms and antonyms• edits for usage and grammar• identifies and uses semi-colons• avoids dangling modifiers	<ul style="list-style-type: none">• spells 181 - 210 words of the "Master List of Most Frequently Misspelled Words" List• identifies and uses commas, semicolons and colons• avoids problems in subject-verb agreement (<i>compound subjects</i>)• avoids dangling modifiers• applies standard grammar and usage to combine simple sentences into compound and complex sentences and to construct conditional clauses	<ul style="list-style-type: none">• spells 211 – 240 words of the "Master List of Most Frequently Misspelled Words"• identifies and uses past participles and compound verbs• identifies and uses parallel structure• identifies and uses conjunctive adverbs to show contrast, a result, and explain (e.g., <i>however, for example, furthermore, and therefore</i>)

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Indicator B: Applies the writing process to complete a variety of writing tasks.

ASE I SUB-INDICATORS (Writing Process)

1. Writes a persuasive essay of at least 200 words that contains effective introductory and summary statements with evidence of a point of view and argues effectively with full-developed ideas of proof or example
2. Write an expository essay of at least 200 words that clearly states and develops a thesis with supporting details from a variety of credible sources, using strategies such as cause and effect or comparison and contrast
3. Writes a personal narrative of at least 200 words that develops a story line in meaningful sequence, describes events and characters to convey a theme or tone, and includes descriptive details and concrete language

ASE I PERFORMANCE STANDARDS (Writing Process)

<i>Beginning (occasionally, seldom)</i>	<i>Approaching (sometimes)</i>	<i>Met (often, most of the time)</i>	<i>Exceeds (consistently)</i>
<p>Using the Writing Process</p> <ul style="list-style-type: none"> • elects a topic and purpose for writing • outlines appropriately • prepares a preliminary draft • writes persuasive, expository and narrative essays of at least 200 words in length, using a selected topic and with a specific purpose 	<p>Using the Writing Process:</p> <ul style="list-style-type: none"> • elects a topic and purpose for writing • brainstorms and organizes ideas • outlines appropriately • prepares a preliminary draft • sequences information appropriately • groups like ideas • revises the preliminary draft to improve content and sequence 	<p>Using the Writing Process:</p> <ul style="list-style-type: none"> • elects a topic and purpose for writing • analyzes the writing situation (<i>audience, topic and purpose</i>) • outlines appropriately • prepares a preliminary draft • sequences information clearly and appropriately, including time order, cause and effect, explaining a routine or how something works • groups like ideas • revises the preliminary draft to improve content, style, organization and sequence and correct punctuation, usage, spelling and sentence structure as indicated above 	<p>Using the Writing Process:</p> <ul style="list-style-type: none"> • elects a topic and purpose for writing • analyzes the writing situation (<i>audience, topic and purpose</i>) • outlines appropriately • prepares a preliminary draft • sequences information clearly and appropriately, including time order, cause and effect, explaining a routine or how something words • groups like ideas • revises the preliminary draft to improve content, style, organization and sequence and correct punctuation, usage, spelling and sentence structure as indicated above • submits a clear and coherent final draft

Continued on pg. 10

STANDARD: The adult learner uses written language to communicate in a variety of situations.

<p>Writes compositions/essays characterized by: (#2)</p> <ul style="list-style-type: none"> • unclear or undeveloped ideas and insufficient details • marked lack of organization • little audience awareness • word choice that is repetitious or imprecise • a significant number of awkward, choppy, or rambling constructions • frequent, significant errors that impede readability 	<p>Writes compositions/essays characterized by:</p> <ul style="list-style-type: none"> • some evidence of planning, although the development may be insufficient • an easily identifiable purpose and main ideas although they tend to be overly broad or simplistic • supporting detail that tends to be limited to a listing or a repetition of ideas • an organization and structure that is inconsistent or skeletal although some relationship among ideas is present and transitions sometimes work • an occasional sense of the writer behind the words; however, the voice tends to shift or lapse into the mechanical • language and word choice that is accurate but quite ordinary and lacking in precision and variety • good control over simple sentence structures, but little control over more complex structures • some passages that invite fluid oral reading and others, though functional, lack energy • repeated weaknesses in the conventions of Standard Written English and errors in grammar and usage that do not block meaning but do distract the reader 	<p>Writes compositions/essays characterized by:</p> <ul style="list-style-type: none"> • clear and focused ideas and supporting details that are adequate and relevant although they may be overly general or limited in places • evidence of an organizational plan that is coherent and clear and helps the reader, despite some weaknesses or predictability • a sense of audience and a voice that is sometimes expressive, engaging or sincere • phrases and sentences that demonstrate relationships between the ideas expressed • words that are functional and appropriate to audience and purpose although there are only rare attempts to experiment with language • a natural sound and sentences that vary in structure, length and beginnings • only occasional lapses in correct grammar and usage that are not severe enough to interfere significantly with the writer's main purpose or confuse the reader • the need for only moderate editing 	<p>Writes compositions/essays characterized by:</p> <ul style="list-style-type: none"> • clear, focused and interesting writing that holds the reader's attention • relevant, and carefully selected details that provide, strong, accurate, credible support for major points • an organization that is clear and appropriate and enhances the central ideas and moves the reader through the text • smooth, effective transitions among all elements (sentences, paragraphs, and ideas) • a strong sense of audience and a voice that shows originality, liveliness, honesty, conviction, excitement, or humor as appropriate • vocabulary that is striking and varied, but natural and accurate and purposeful • writing that has an easy flow and rhythm and variation in sentence structure, length, and beginnings that add interest to the text • strong control of standard writing conventions with little need of editing
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STANDARD: The adult learner uses written language to communicate in a variety of situations.

Indicator A: Applies correct spelling, punctuation, capitalization, grammar and usage rules to complete a variety of writing tasks.

ASE II Sub-Indicators

1. Spells words commonly used at this level
2. Creates possessive forms of nouns or pronouns with gerunds
3. Applies standard grammar and usage to:
 - a. parallel structure
 - b. modifiers
 - c. compound verbs and past participles
4. Applies rules of capitalization
5. Demonstrates use of all punctuation marks
6. Identifies and uses conjunctive adverbs
7. Uses a thesaurus

ASE II PERFORMANCE STANDARDS

<i>Beginning (occasionally, seldom)</i>	<i>Approaching (sometimes)</i>	<i>Met (often, most of the time)</i>	<i>Exceeds (consistently)</i>
<ul style="list-style-type: none">• spells 241 – 270 words of the “Master List of Most Frequently Misspelled Words” List• edits for punctuation and spelling, capitalization, grammar, and usage rules	<ul style="list-style-type: none">• spells 271 – 300 words of the “Master List of Most Frequently Misspelled Words” List• identifies and uses gerunds (<i>nouns ending in “ing”</i>)• identifies and uses conjunctive adverbs to show contrast, a result, and explain (e.g., <i>however, for example, furthermore, and therefore</i>)	<ul style="list-style-type: none">• spells 301 – 330 words of the “Master List of Most Frequently Misspelled Words” List• identifies and uses gerunds (<i>nouns ending in “ing”</i>)• identifies and uses conjunctive adverbs to show contrast, a result, and explain (<i>however, for example, furthermore, and therefore</i>)• applies standard grammar and usage to combine simple sentences into compound and complex sentences, to construct conditional clauses, modifiers and parallel structure• edits for organization as well as punctuation and spelling, capitalization, grammar, and usage rules• uses a thesaurus to develop clustering	<ul style="list-style-type: none">• spells 331 – 360 words of the “Master List of Most Frequently Misspelled Words” List• edits for organization, style, sequence, and parallel structure

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Indicator B: Applies the writing process to complete a variety of writing tasks.

ASE II SUB INDICATORS (Writing Process)

1. Completes a research project using reference materials and research technique to craft a written report of at least 200 words that:
 - a. Paraphrases information from given resources
 - b. Develops a thesis and a clear point of view
 - c. Uses personal interpretation, analysis, evaluation, or reflection as evidence of comprehensive understanding of the subject
 - d. Records relevant statistical information in graph or table form
 - e. Contains credible supporting information (facts, details, and examples) from a variety of cited sources
2. Completes a resumé including current personal information, education, job-related skills, work experience, personal interests and at least three references
3. Writes a business letter of at least 100 words using heading, salutation and closing and establishes a clear purpose and organizational pattern for a specific audience

ASE II PERFORMANCE STANDARDS (Writing Process)

<i>Beginning (occasionally, seldom)</i>	<i>Approaching (sometimes)</i>	<i>Met (often, most of the time)</i>	<i>Exceeds (consistently)</i>
<p>Writes research papers characterized by:</p> <ul style="list-style-type: none"> • topic not addressed or researched properly • support for the main idea that is present but undeveloped and not consistently well chosen for audience and purpose • a marked lack of organization • format not utilized for ease of understanding • many sources that are not identified properly • word choice that is repetitious or imprecise • a significant number of awkward, choppy, or rambling constructions • frequent, significant errors that impede readability 	<p>Writes research papers characterized by:</p> <ul style="list-style-type: none"> • topic properly identified yet only minimal research reflected • main ideas supported with some facts, details, examples and explanations that are relevant but limited and not well suited to the audience or purpose • an organization and structure that is inconsistent or skeletal although some relationship among ideas is present and transitions sometimes work • limited resources identified and cited properly • language and word choice that is accurate but quite ordinary and lacking in precision and variety • good control over simple sentence structures, but little control over more complex structures • some passages that invite fluid oral reading and others, though functional, lack energy • repeated weaknesses in the conventions of Standard Written English and errors in grammar and usage that do not block meaning but do distract the reader 	<p>Writes research papers characterized by:</p> <ul style="list-style-type: none"> • a coherent thesis accompanied by clear and accurate perspectives on the subject • main ideas supported with facts, details, examples, and explanations from multiple authoritative sources • an organizational plan that is coherent and clear and helps the reader, despite some weaknesses or predictability • a sense of audience and a voice that is sometimes expressive, engaging or sincere • some visual information (charts, maps, graphs) to enhance the report • proper and effective format that reinforces coherence within and across paragraphs • reference sources with footnotes and a bibliography • only occasional lapses in correct grammar and usage that are not severe enough to interfere significantly with the writer's main purpose or confuse the reader 	<p>Writes research papers characterized by:</p> <ul style="list-style-type: none"> • relevant and tightly drawn questions about the topic • clear and accurate perspectives on the subject • persuasive writing with an abundance of authoritative sources (speakers, periodicals, online searches) to support the main ideas • an organization that is clear and appropriate and enhances the central ideas and moves the reader through the text • excellent format that presents a literal and inferential understanding of the topic in a manner that balances most aspects of the writing and makes effective transitions between sentences and ideas to unify key ideas • reference sources with footnotes and a bibliography • a strong sense of audience and a voice that shows originality, liveliness, honesty, conviction, excitement, or humor as appropriate • vocabulary that is striking and varied, but natural and accurate and purposeful • writing that has an easy flow and rhythm and variation in sentence structure, length, and beginnings that add interest to the text • strong control of standard writing conventions with little need of editing

STANDARD: The adult learner uses written language to communicate in a variety of situations.

<p>Writes a resumé characterized by:</p> <ul style="list-style-type: none"> essential information that is missing (address, phone number, education level) work experience included tends to be irrelevant and disorganized information that tends to be quite ordinary, lacking interest, precision, and/or variety some errors in Standard English that interfere with getting the point across <p>Writes business letters characterized by:</p> <ul style="list-style-type: none"> improper format marked lack of organization jargon and unnecessary words unclear purpose incorrect tone not suited to the audience unclear or undeveloped ideas and insufficient details a significant number of awkward, choppy, or rambling constructions <p>errors in Standard English which interfere with the meaning of the letter</p>	<p>Writes a resumé characterized by:</p> <ul style="list-style-type: none"> work experience not properly sequenced most of the necessary information included but in a manner that tends to be mechanical rather than fluid no clear goal stated improper or ineffective format some errors in Standard English which stand out but don't interfere with getting the point across <p>Writes business letters characterized by:</p> <ul style="list-style-type: none"> adequate format organization and structure that is inconsistent or skeletal although some relationship among ideas is present and transitions sometimes work language and word choice that is accurate but some clichés and jargon still apparent an easily identifiable purpose and main ideas although they tend to be overly broad or simplistic and message remains unclear supporting detail which tends to be limited to a listing or a repetition of ideas an occasional sense of the writer behind the words but the voice tends to shift or lapse into the mechanical good control over simple sentence structures, but little control over more complex structures some passages that invite fluid oral reading and others, though functional, lack energy some errors in Standard English that do not block meaning but do distract the reader 	<p>Writes a resumé characterized by:</p> <ul style="list-style-type: none"> proper format that addresses audience needs and stated purpose work experience that is relevant and properly sequenced essential information that is complete accurate, specific words that effectively convey the intended message minor errors in Standard English <p>Writes business letters characterized by:</p> <ul style="list-style-type: none"> format that is appropriate to audience and purpose organizational plan that is coherent and clear and helps the reader, despite some weaknesses or predictability ideas presented simply and in clear, logical order adequate and relevant supporting details appropriate tone voice that is sometimes expressive, engaging or sincere phrases and sentences that demonstrate relationships between the ideas expressed words that are functional and appropriate to audience and purpose although there are only rare attempts to experiment with language a natural sound and sentences that vary in structure, length, and beginnings minimal errors in Standard English in correct grammar and usage, but none severe enough to interfere significantly with the writer's main purpose or confuse the reader 	<p>Writes a resumé characterized by:</p> <ul style="list-style-type: none"> proper and effective format a stated purpose that offers substantive ideas and effective support for each of the points accurate, specific words that energize the writing and effectively convey the intended message clear details of work experience provided in a manner that addresses audience needs, stated purpose and context proper use of Standard English <p>Writes business letters characterized by:</p> <ul style="list-style-type: none"> format appropriate to audience and purpose clear, focused and interesting writing that holds the reader's attention relevant and carefully selected details that provide, strong, accurate, credible support for major points an organization that is clear and appropriate and enhances the central ideas and moves the reader through the text smooth, effective transitions among all elements (sentences, paragraphs, and ideas) a strong sense of audience and a voice that shows originality, liveliness, honesty, conviction, excitement, or humor as appropriate vocabulary that is striking and varied, but natural and accurate and purposeful professionally written, natural tone of voice that is free of jargon and clichés writing that has an easy flow and rhythm, variation in sentence structure and length, and beginnings that add interest to the text few or no errors in Standard English demonstrating strong control of standard writing conventions with little need of editing
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